

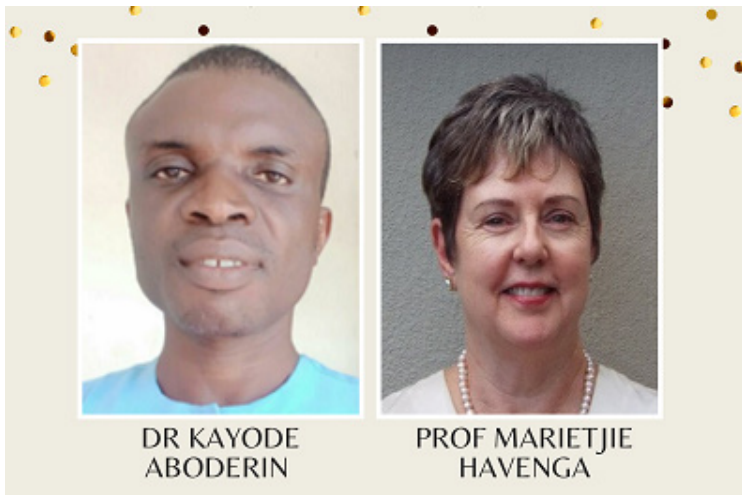
SDL academic discourse: postdoctoral fellows

On 15 July 2021 the postdoctoral fellows of the Research Unit SDL shed light on their current research endeavours. During the virtual discourse meeting Dr Kayode Aboderin (mentored by Prof Marietjie Havenga) introduced colleagues to his research on skills development for the Fourth Industrial Revolution (4IR) to enhance students' self-directed learning. He emphasised the need for reskilling students - especially in tertiary-education institutions - to operate successfully in the era of the 4IR.

Dr Amit Dhakulkar (mentored by Prof Jako Olivier) presented on his research ventures for 2020/21. These include his research on open educational

resources (OER) in southern Africa, the nature and extent of multimodal self-directed learning and OER in higher education in southern Africa, and information literacy and OER (specifically how self-directed learning and metaliteracy can prepare student teachers for effective OER selection and use). He also presented on the adaptation of microworlds for SDL, how open science might offer solutions to science education in Africa, as well as graphicacy in terms of South African school textbooks.

We wish our postdoctoral fellows the best of luck with their future research.



DR KAYODE
ABODERIN

PROF MARIETJIE
HAVENGA



DR AMIT
DHAKULKAR

PROF JAKO
OLIVIER

SGL akademiese diskoers: postdoktorale genote

Twee van die Navorsingseenheid vir SGL se postdoktorale genote het tydens SGL se virtuele akademiese diskoersvergadering op 15 Julie 2021 hulle huidige navorsing toegelig.

Dr Kayode Aboderin (onder die leiding van prof Marietjie Havenga) se aanbieding het oor vaardigheidsontwikkeling in die lig van die Vierde Industriële Rewolusie (4IR) ter verbetering van SGL gehandel. Hy het die belangrikheid van die sogenaamde herontwikkeling van vaardighede onder studente in tersiêre-onderwysinstellings benadruk om hulle toekomstige sukses in die werksplek in die era van die 4IR te verseker.

Dr Amit Dhakulkar (onder die leiding van prof Jako Olivier) het sy navorsingsbeplanning vir 2020/21 aangebied. Dit sluit sy navorsing oor oop

opvoedkundige hulpbronne (OOH's) in Suider-Afrika, die aard en omvang van multimodale selfgerigte leer en OOH's in hoër onderwys in Suider-Afrika, asook inligtingsgeletterdheid en OOH's (spesifiek ook hoe selfgerigte leer en metageletterdheid voornemende onderwysers kan voorberei om effektiewe OOH's te kies en gebruik). Sy aanbieding het ook oor die aanpassing van mikrowêreld vir SGL, die moontlike oplossings wat oop wetenskap vir wetenskaponderrig in Afrika bied, asook grafikageletterdheid in terme van skoolhandboeke in Suid-Afrika gehandel.

Ons wens die postdoktorale genote sterkte toe met hulle toekomstige navorsing.

Radio interview on Ligwalagwala FM



Prof MC Maphalala took part in a radio interview on Ligwalagwala FM's programme on current affairs. "The impact of rotational school attendance in the South African education system" was the topic for discussion. The rotational school attendance model is a system in which learners attend classes on different days of the week and rotate classes every other week, preventing them from returning full-time. This practice is prevalent in schools that have to deal with overcrowding and find it challenging to adhere to physical distancing regulations. The rotational system appeared like a wonderful idea at first. Nevertheless, this system has proven difficult for schools.

Prof Maphalala highlights the downside of the model as including:

1. Learners spending less time with teachers in this model and having to catch up on the curriculum every day when it is their turn to be at school.
2. Learners, particularly those in the lower grades, losing momentum while sitting at home and missing out on essential daily reinforcement of mathematical and literacy skills.
3. Curriculum coverage being compromised, resulting in learners who are not ready for the next grade.
4. The workload of teachers having increased due to teaching the same lesson to learners who were at home on alternating days.

Prof Maphalala described this situation as perpetuating societal disparities and inequities, in which learners from affluent communities continue to attend regular schooling because of the low teacher-to-learner ratio in their classrooms.

Radio-onderhoud op Ligwalagwala FM

Prof MC Maphalala het aan 'n radio-onderhoud op Ligwalagwala FM se program oor aktuele sake deelgeneem. "Die impak van skoolbywoning op 'n rotasiestelsel in die Suid-Afrikaanse onderwysstelsel" was die onderwerp van bespreking. Die rotasiestelselmodel vir skoolbywoning is 'n stelsel waar leerders klasse op alternatiewe dae van die week bywoon en elke tweede week die klasse roteer, wat maak dat hulle nie voltydskool gaan nie. Hierdie praktyk word gebruik in skole waar klaskamers baie vol is en dit moeilik is om fisiese afstandregulasies te handhaaf. Die rotasiestelsel het aanvanklik na 'n baie goeie idee gelyk. Dit lyk egter of die stelsel baie moeilik is vir skole om toe te pas. Prof Maphalala het die negatiewe aspekte van die model genoem, wat die volgende insluit:

1. Met hierdie model bestee leerders minder tyd saam met hulle onderwysers en moet elke dag, wanneer dit hulle beurt is om skool te gaan, die leerplan weer inhaal.

2. Leerders, veral dié in die laer grade, verloor momentum wanneer hulle tuis is en noodsaaklike daaglikse versterking van wiskundige en geletterdheidsvaardighede word misgeloop.
3. Dit is moeilik om die leerplan te dek, en veroorsaak dus dat leerders nie vir die volgende graad gereed is nie.
4. Die werkslading van onderwysers is groter omdat hulle dieselfde les moet herhaal vir leerders wat op alternatiewe dae skool toe kom.

Prof Maphalala het hierdie situasie beskryf as 'n voortsetting van maatskaplike onbillikhede en ongelykhede, waar leerders uit welvarende gemeenskappe op die gewone manier kan skoolgaan omdat daar 'n kleiner onderwyser-tot-leerder-verhouding in hulle klaskamers is.

Language Awareness Week

13 - 17 September 2021



Language Awareness Week
Date: 13-17 September 2021

Host/Anchor:
Faculty of Education

Celebration of different languages

What: Create a video of no longer than one and a half minute (90 seconds) of you reciting or rapping a poem or making a short speech about your language. This may include, among other things, your thoughts and feelings about your language, how your language can be seen as a tool for communication and reconciliation, and interesting facts about your language. You may choose to use only your language or a combination of South African languages. This may be an individual, pair or group effort. The best videos will be shown during the week of 13-17 September 2021.

Prize:
For the best video: R1000

Submission date:
20 August 2021



Taal Bewustheids Week
Datum: 13 - 17 September 2021

Gasheer / anker:
Fakulteit Opvoedkunde

Viering van verskillende tale

Sessie: Maak 'n video van 1½ minuut (90 sekondes) van hoe jy 'n gedig voordra of kletsrym of van 'n kort toespraak wat jy oor jou taal lewer. Die inhoud van hierdie aanbiedings kan onder andere jou gedagtes en gevoelens oor jou taal insluit, of hoe jou taal 'n instrument vir kommunikasie en versoening kan wees of enige interessante feite oor jou taal. Jy kan kies om slegs jou moedertaal of 'n kombinasie van Suid-Afrikaanse tale te gebruik. Dit kan 'n individuele, paar- of groepsposings wees. Die beste video's word gedurende die week van 13 tot 17 September 2021 vertoon.

Prysgeld vir die persoon met die beste video:
R1000

Inhandigingsdatum:
20 Augustus 2021

For more information, please click on the link below:

<https://www.nwu.ac.za/language-awareness-week-2021>



HAPPY BIRTHDAY

to everyone celebrating their birthday this month.

AUGUST 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

• FRIDAY FEEL-GOOD NEWS •

GUIDELINES

- Snippets should be sent as an attachment in a **Word document**.
- Snippets should be approximately **50-200** words (per language).
- Snippets must be in both **English and Afrikaans** – we all use different abbreviations and names, so the correct terminology must be provided in both languages.
- Please **include a title** for your snippet.
- Related **photo/s must be provided** along with each snippet:
 - **Sent as an attachment**
 - **In .png or .jpeg format**
 - **Minimum one** photo and a **maximum of eight** photos
- Submit snippets before 12:00 every Wednesday.
- Email snippets to **Alorece.Johnson@nwu.ac.za**.

For more information, contact Alorece Johnson on X285 2722.

RIGLYNE

- Brokkies moet as 'n **aanhangsel in 'n Word-dokument** gestuur word.
- Brokkies moet ongeveer **50-200** woorde (per taal) bevat.
- Brokkies moet in beide **Engels en Afrikaans** wees – ons gebruik almal verskillende afkortings en benamings, dus moet die korrekte terminologie in albei tale verskaf word.
- **Sluit 'n titel** vir u brokkie in.
- Gepaste **foto's moet saam met elke brokkie voorsien** word:
 - **Gestuur as 'n aanhangsel**
 - **In png- of jpeg-formaat**
 - **Minimum van een** foto en 'n **maksimum van agt** foto's
- Dien brokkies elke Woensdag voor 12:00 in.
- E-pos brokkies aan **Alorece.Johnson@nwu.ac.za**.

Vir meer inligting, kontak Alorece Johnson by X285 2722.